

# Health Enhancement Standard 1

**Have a basic knowledge and understanding of concepts that promote comprehensive health.**

## **Benchmarks - End of Grade 4**

**Students will:**

1. describe relationships between personal health behaviors and individual well-being.
2. describe the basic structure and function of the major human body systems, emphasizing growth and development.
3. identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early.
4. identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, and stress management.
5. identify the potential sources of environmental hazards.

## **Rubric**

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement Standard 2

## Demonstrate competency in a variety of movement forms.

### Benchmarks - End of Grade 4

Students will:

1. demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.
2. combine movement skills in applied and dynamic settings or lead-up games.
3. acquire skills including perceptual, motor and rhythm.

### Rubric

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement

## Standard 3

**Apply movement concepts and principles while learning and developing motor skills.**

### **Benchmarks - End of Grade 4**

**Students will:**

- 1. apply critical elements to improve personal performance in fundamental motor skills and some specialized skills.**
- 2. recognize and apply movement concepts that impact the quality of performance.**

### **Rubric**

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement

## Standard 4

**Achieve and maintain a challenging level of health-related physical fitness.**

### **Benchmarks - End of Grade 4**

**Students will:**

1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.
2. identify each component of health-related physical fitness.
3. associate each health-related physical fitness component to the improvement of personal health.
4. demonstrate individual progress toward each component of health-related physical fitness.

### **Rubric**

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement Standard 5

**Demonstrate the ability to use critical thinking  
and decision making to enhance health.**

## **Benchmarks - End of Grade 4**

**Students will:**

- 1. identify problem-solving processes specific to health-related issues.**
- 2. access valid health information and resources.**
- 3. explain how basic health information and resources are used in setting goals and decision-making.**
- 4. set personal health goals and record progress toward achievement.**
- 5. predict results of positive health decisions.**

## **Rubric**

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement

## Standard 6

### Demonstrate interpersonal communication skills to enhance health.

#### Benchmarks - End of Grade 4

Students will:

1. describe characteristics needed to be a responsible friend and family member.
2. demonstrate ways to communicate care, consideration and respect of self and others.
3. demonstrate healthy ways to express needs, wants and feelings.
4. demonstrate refusal skills.
5. demonstrate active listening skills.
6. demonstrate non-violent strategies to resolve conflicts.

#### Rubric

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement Standard 7

## Demonstrate health-enhancing behaviors.

### Benchmarks - End of Grade 4

Students will:

1. interact with friends and others through participation.
2. use physical activity as a means of self-expression.
3. experience enjoyment through physical activity.
4. regularly participate in physical activity.
5. demonstrate strategies to improve or maintain personal health.

### Rubric

**Advanced:** A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she uses a variety of motor skills and skillful and efficient movement patterns at a fourth-grade level in a variety of applied and dynamic settings; knows, understands, describes and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health. A student performing at this level demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she consistently exhibits fundamental motor skills in a variety of applied settings; should be able to use a combination of movement patterns with smooth transitions; and, understands, appropriate to the fourth-grade level, some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she consistently demonstrates fundamental motor skills in some applied settings; and, understands, appropriate to the fourth-grade level, some relationships between healthy behaviors and disease prevention. A student at this level exhibits socially acceptable behavior in most settings.

**Novice:** A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she sometimes demonstrates and combines fundamental motor skills, and socially acceptable interpersonal behavior appropriate to the fourth-grade level; seldom identifies concepts related to a healthy lifestyle and healthy relationships. A student at this level does not consistently understand health promotion and disease prevention concepts and how they relate to their own health.

# Health Enhancement Standard 1

**Have a basic knowledge and understanding of concepts that promote comprehensive health.**

## **Benchmarks - End of Grade 8**

**Students will:**

1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
2. explain the function and maintenance of body systems, including the reproductive system.
3. analyze how peers, family, heredity, and environment influence personal health.
4. explain personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.
5. explain how appropriate health care can prevent premature death and disability.

## **Rubric**

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eighth-grade level; and, sometimes demonstrates appropriate interpersonal social skills.



# Health Enhancement Standard 2

## Demonstrate competency in a variety of movement forms.

### **Benchmark – End of Grade 8**

**Students will:**

1. **demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.**

### **Rubric**

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eighth-grade level; and, sometimes demonstrates appropriate interpersonal social skills.

# Health Enhancement

## Standard 3

**Apply movement concepts and principles while learning and developing motor skills.**

### **Benchmarks - End of Grade 8**

**Students will:**

- 1. understand and apply movement concepts to game strategies.**
- 2. identify and refine the critical elements of advanced movement skills**
- 3. identify and understand the application of basic rules and strategies in a variety of physical activities**

### **Rubric**

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eighth-grade level; and, sometimes demonstrates appropriate interpersonal social skills.

# Health Enhancement

## Standard 4

**Achieve and maintain a challenging level of health-related physical fitness.**

### **Benchmarks - End of Grade 8**

**Students will:**

- 1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.**
- 2. understand and apply basic principles of training to improve health-related physical fitness.**
- 3. identify personal fitness goals.**
- 4. demonstrate individual progress toward each component of health-related physical fitness.**

### **Rubric**

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eight-grade level; and, sometimes demonstrates appropriate interpersonal social skills.

# Health Enhancement Standard 5

**Demonstrate the ability to use critical thinking  
and decision making to enhance health.**

## **Benchmarks - End of Grade 8**

**Students will:**

1. individually and collaboratively apply problem-solving processes to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.
5. explain a personal health plan that addresses need, strengths, and risks.
6. identify the validity of health information and how culture, media, and technology influence choices.

## **Rubric**

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eighth-grade level; and, sometimes demonstrates appropriate interpersonal social skills.

# Health Enhancement Standard 6

## Demonstrate interpersonal communication skills to enhance health.

### Benchmarks - End of Grade 8

Students will:

1. describe how the behavior of family and peers affects interpersonal communication.
2. demonstrate ways to communicate care, consideration and respect of self and others.
3. demonstrate healthy ways to express needs, wants and feelings.
4. demonstrate refusal and mediation skills to enhance health.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

### Rubric

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eight-grade level; and, sometimes demonstrates appropriate interpersonal social skills.

# Health Enhancement Standard 7

## Demonstrate health-enhancing behaviors.

### Benchmarks – End of Grade 8

Students will:

1. enjoy participation in physical activity.
2. recognize the social benefits of physical activity.
3. participate in health-enhancing physical activity outside of school
4. work cooperatively with a group to achieve group goals in both cooperative and competitive settings.
5. demonstrate strategies to improve or maintain personal and family health.

### Rubric

**Advanced:** An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she maintains an appropriate level of skill and health related fitness; applies health promotion concepts to access valid health information and products; evaluates the influences of media and culture on health; exhibits effective interpersonal social skills; predicts consequences of actions; develops a personal plan for health that involves goal-setting and decision-making skills; and, effectively communicates information and opinions regarding health promotion and personal and social health appropriate to the eighth grade level.

**Proficient:** An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she attains an appropriate level of skill related fitness; identifies influences of media and culture on health; analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal setting and decision making influences health.

**Nearing Proficiency:** An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being; achieves an appropriate level of health enhancing physical fitness; describes fundamental relationships in health promotion and disease prevention; and, demonstrates basic interpersonal social skills appropriate to the eighth grade level.

**Novice:** An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in appropriate skill related fitness activities and identifies their contributions to overall well-being; works toward health-related physical fitness; identifies and describes healthy behaviors and disease prevention concepts; mostly understands health information appropriate to the eighth-grade level; and, sometimes demonstrates appropriate interpersonal social skills.

# Health Enhancement Standard 1

**Have a basic knowledge and understanding of concepts that promote comprehensive health.**

## **Benchmarks – Upon Graduation – End of Grade 12**

**Students will:**

- 1. analyze how attitudes and behaviors can impact health maintenance, disease prevention and injury.**
- 2. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.**
- 3. analyze how the environment, public health policies, government, regulations, research and medical advances influence personal and community health.**
- 4. develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, and stress management.**
- 5. demonstrate the ability to advocate for personal, family, and community health.**

## **Rubric**

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities, understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

# Health Enhancement Standard 2

## Demonstrate competency in a variety of movement forms.

### Benchmark – Upon Graduation – End of Grade 12

Students will:

1. demonstrate a variety of physical skills which encompass dance, individual, dual and team sports, and lifetime physical activities.

### Rubric

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities, understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.



# Health Enhancement

## Standard 3

**Apply movement concepts and principles while learning and developing motor skills.**

### **Benchmarks - Upon Graduation - End of Grade 12**

**Students will:**

- 1. identify the characteristics of technically correct performance in a variety of movement forms.**
- 2. apply rules and advanced strategies to a variety of physical activities.**
- 3. know and understand scientifically based information regarding movement performance.**

### **Rubric**

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities; understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

# Health Enhancement

## Standard 4

**Achieve and maintain a challenging level of health-related physical fitness.**

### **Benchmarks - Upon Graduation - End of Grade 12**

**Students will:**

- 1. participate in a variety of fitness activities involving each component of health-related physical fitness.**
- 2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.**
- 3. design a personal fitness program.**
- 4. demonstrate individual progress toward each component of health-related physical fitness.**

### **Rubric**

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities, understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

# Health Enhancement

## Standard 5

**Demonstrate the ability to use critical thinking and decision making to enhance health.**

### **Benchmarks - Upon Graduation - End of Grade 12**

**Students will:**

1. utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.
2. predict immediate and long-term impacts of health decisions on the individual, family and community.
3. implement a plan for achieving personal health goals.
4. evaluate progress toward attaining personal health goals.
5. formulate an effective plan for lifelong health.
6. demonstrate the ability to locate, evaluate and utilize credible health information.

### **Rubric**

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities, understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

# Health Enhancement

## Standard 6

### Demonstrate interpersonal communication skills to enhance health.

#### Benchmarks - Upon Graduation - End of Grade 12

Students will:

1. demonstrate skills for communicating effectively with family, peers and others.
2. demonstrate ways to communicate care, consideration and respect of self and others.
3. demonstrate healthy ways to express needs, wants and feelings.
4. demonstrate refusal, mediation and collaboration skills for solving interpersonal conflict without harming self or others.
5. analyze how interpersonal communication affects relationships.
6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.

#### Rubric

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities, understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.

# Health Enhancement Standard 7

## Demonstrate health-enhancing behaviors.

### Benchmarks – Upon Graduation – End of Grade 12

Students will:

1. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.
2. experience enjoyment from physical activity and a healthy lifestyle.
3. participate in activities that promote community well-being.
4. initiate independent and responsible health-enhancing personal behavior.
5. demonstrate strategies to improve or maintain personal, family and community health.

### Rubric

**Advanced:** A twelfth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she demonstrates high levels of competency in a variety of physical activities, understands the scientific principles of physical fitness and its relationships to total well-being, and applies that information in developing personal wellness during different periods of life; initiates independent personal and social behaviors and takes both leadership and following roles as situations determine; analyzes, evaluates, and articulates opinions concerning personal and social health issues; utilizes strategies appropriate to the twelfth grade level to overcome barriers in social situations and forms a plan for healthful living.

**Proficient:** A twelfth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she participates in some physical activities; demonstrates competency in a variety of physical activities; demonstrates the knowledge and skills necessary to determine current and future fitness needs; initiates independent and responsible personal behavior; anticipates potentially dangerous consequences of actions; analyses, evaluates, and forms opinions regarding health information, services, products and, the effects of external influences; and, uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** A twelfth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she participates in some physical activities and demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness; displays socially responsible behavior; describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle.

**Novice:** A twelfth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she participates in some physical activities that contribute to well-being throughout the lifespan; demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs; identifies socially responsible behavior; sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles.